We're All in for a Transformation: MOOCs and Open Education in the Global South
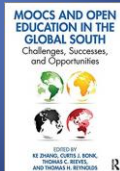
Curtis J. Bonk, Professor, Indiana University
cjbonk@Indiana.edu, http://curtbonk.com/

The Global South

MOOCS AND OPEN EDUCATION IN THE GLOBAL SOUTH
Challenges, Successes, and Opportunities

EDITED BY
KE ZHANG, CURTIS J. BONK, THOMAS C. REEVES, AND THOMAS H. REYNOLDS
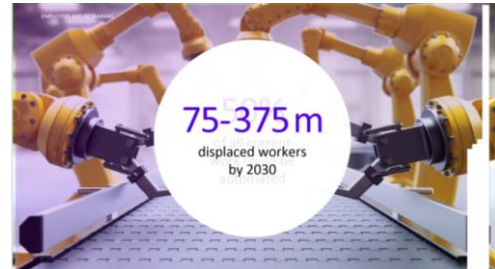
1

September 10, 2019
The Future of Learning, Transforming Access
Simon Nelson, CEO, FutureLearn, PCF9 Conference, Edinburgh, Scotland
And the threat of AI and automation is very real. A 2017 report by McKinsey found that half of all current work activities could be automated, using technology that already exists.
and that by 2030 anywhere from 75 million to 375 million workers worldwide will be displaced from their old jobs and require retraining.

75-375m
displaced workers by 2030

2

September 10, 2019
The Future of Learning, Transforming Access
Simon Nelson, CEO, FutureLearn, PCF9 Conference, Edinburgh, Scotland

GLOBAL SKILLS CHALLENGE
Jobs landscape: 2022

emerging roles, global change by 2022

133 Million

Top 10 Emerging
1. Data Analysts and Scientists
2. AI and Machine Learning Specialists
3. General and Operations Managers
4. Software and Applications Developers and Analysts
5. Sales and Marketing Professionals
6. Big Data Specialists
7. Digital Transformation Specialists
8. New Technology Specialists
9. Organisational Development Specialists
10. Information Technology Services

Top 10 Declining
1. Data Entry Clerks
2. Accounting, Bookkeeping and Payroll Clerks
3. Administrative and Executive Secretaries
4. Assembly and Factory Workers
5. Client Information and Customer Service Workers
6. Business Services and Administration Managers
7. Accountants and Auditors
8. Material-Recording and Stock-Keeping Clerks
9. General and Operations Managers
10. Postal Service Clerks

declining roles, global change by 2022

75 Million

Source: Future of Jobs Report 2018, World Economic Forum

3

July 30, 2020
Disruptive Ecology:
The New Normal of Education in Post COVID-19

SCHOOL CLOSED CORONAVIRUS

4

March 3, 2020
Keep Teaching, Indiana University
https://keepteaching.iu.edu/strategies/index.html

Keep Teaching

Communicate with students

5

March 19, 2020
COL announces a series of webinars on online learning
https://www.col.org/news/news/col-announces-series-webinars-online-learning

opendoor.col.org

COMMONWEALTH OF LEARNING

Resources
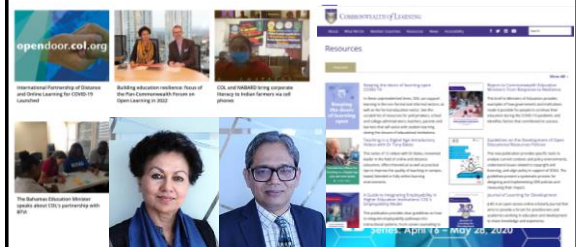
6

May 27, 2020
Webinar by Curt Bonk and Meina Zhu on "Research Issues and Findings of MOOCs: Leading to Better Design Practices" for the Commonwealth of Learning (COL)
https://youtu.be/kmsWZi3vyrg

7

March 21, 2020
Silver Lining for Learning
https://silverliningforlearning.org/
https://www.youtube.com/channel/UC9XEsh89qrIIpmVVpQt-_aA/live

8

June 3, 2020
Contact North|Contact Nord Webinars
https://teachonline.ca/webinars
June 29, 2020 Contact North Webinar, Curt Bonk, IU, How to Motivate and Retain Learners Online
https://youtu.be/1uMc7pOO2to
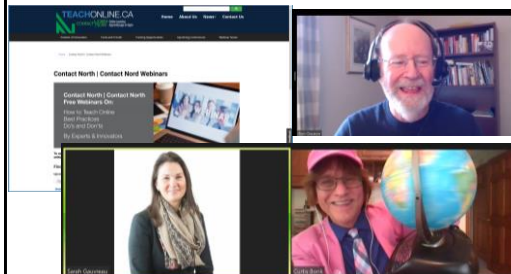
9

June 12, 2020
The 7 elements of a good online course
George Veletsianos, The Conversation
https://theconversation.com/the-7-elements-of-a-good-online-course-139736
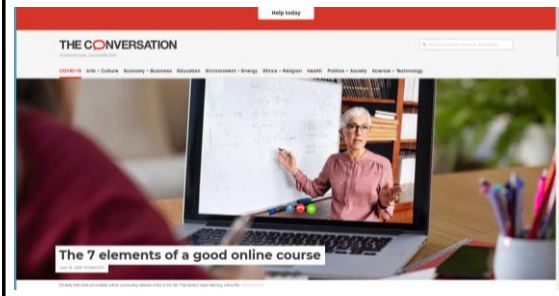
10

June 23, 2020
Turns Out You Can Build Community in a Zoom Classroom
Rachel Toor, The Chronicle of Higher Education
https://www.chronicle.com/article/Turns-Out-You-Can-Build/249038

11

July 8, 2020
Yes, Your Zoom Teaching Can Be First-Rate
Stephen Hersh, Inside Higher Ed
https://www.insidehighered.com/advice/2020/07/08/faculty-member-and-former-ad-executive-offers-six-steps-improving-teaching-zoom

12

April 14, 2020
900-Strong Singapore Virtual Choir sings Home (Dick Lee)
https://www.youtube.com/watch?v=-psK61cafiE&feature=youtu.be
4:33 (video): http://curtbonk.com/strong.html
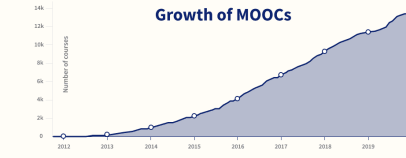

13

MOOC Trends and Recent Data

14

MOOCs Stats

December 17, 2019
A Review of MOOC Stats and Trends in 2019
Dhawal Shah, Class Central
https://www.classcentral.com/report/moocs-stats-and-trends-2019/

CLASS CENTRAL

Growth of MOOCs

By the Numbers: MOOCs in 2019
Statistics do not include China

15

15

MOOCs Stats

Year of MOOC-based Degrees: A Review of MOOC Stats and Trends in 2018, Dhawal Shah, Class Central--**January 6, 2019**

CLASS CENTRAL

101M Students	900+ Universities	11.4k Courses

By the Numbers: MOOCs in 2018

16

16

MOOCs Stats

December 17, 2019
A Review of MOOC Stats and Trends in 2019
Dhawal Shah, Class Central
https://www.classcentral.com/report/moocs-stats-and-trends-2019/

Here's how the top-5 MOOC providers currently look in terms of users and offerings:

	Learners	Courses	Microcredentials	Degrees
Coursera	45 million	3,800	420	16
edX	24 million	2,640	292	10
Udacity	11.5 million	200	40	1
FutureLearn [5,4]	10 million	880	49	23
Swayam [3,3]	10 million	1,000	0	0

That is why I called the rise of online degrees the second wave of MOOC hype and 2018, the year of MOOC-based degrees.

	2017	2018	2019
Coursera	4	11	16
edX	1	9	10
FutureLearn	4	18	23
Udacity	1	1	1
Total	10	39 (+29)	50 (+11)

But in 2019, the hype seems to have subsided: only 11 online degrees were announced this year. The total number of MOOC-based degrees has now grown to 50.

17

17

May 26, 2020
Remember the MOOCs?
After Near-Death, They're Booming
Steven Lohr, The New York Times
https://www.nytimes.com/2020/05/26/technology/moocs-online-learning.html

Coursera added 10 million new users from mid-March to mid-May. Credit...Jessica Chou for The New York Times

18

December 16, 2019
2020 Impact Report, edX
https://www.edx.org/sites/default/files/2020-impact-report.pdf

19

April 30, 2020
New Udemy Report Shows Surge in Global Online Ed in Response to COVID-19
People around the world are learning how to work from home and stay productive as the Future of Work arrives
Businesswire: https://www.businesswire.com/news/home/20200430005243/en/

Highest Enrollment Surges by Country Since Shelter in Place

20

April 30, 2020
New Udemy Report Shows Surge in Global Online Education in Response to COVID-19
There has been an immense surge in enrollments in courses related to Telecommuting (21,598% increase) and Virtual Teams (1,523%), as well as Decision Making (277%), Self Discipline (237%), and Stress Management (235%).
https://www.businesswire.com/news/home/20200430005243/en/

Udemy Topic Enrollment Trends
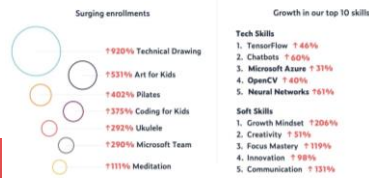
21

April 30, 2020
New Udemy Report Shows Surge in Global Online Education in Response to COVID-19
Businesswire
https://www.businesswire.com/news/home/20200430005243/en/
Categories with the highest surge in new courses include Office Productivity (159% increase), Health and Fitness (84%), IT & Software (77%), and Personal Development (61%).

22

April 30, 2020
New Udemy Report Shows Surge in Global Online Education in Response to COVID-19
Strong global growth in top-ranking professional skills includes Neural Networks (61% increase), Communication Skills (131%), and Growth Mindset (206%). Passion topics like Pilates (402% increase), Technical Drawing (920%), and Ukulele (292%), have surged as well.
https://www.businesswire.com/news/home/20200430005243/en/

1. 425% increase in enrollments for consumers
2. 55% increase in course creation by instructors
3. 80% increase in usage from businesses and governments
4. 130% growth in enrollments in the U.S., 200% in India, 320% in Italy, and 280% in Spain.
5. People in India are learning Business Fundamentals (281%) and Communication Skills (606%)
6. Italians are taking courses on Guitar (431%), Copywriting (418%), and Photoshop (347%)
7. The Spanish are taking Piano (466%) and focused on Investing (262%)

23

June 26, 2020 (HolonIQ)
2.5x Global MOOC Web Traffic: MOOC's digital reach just grew 2.5x, up 300 million monthly visits globally, as isolated learners seek immediate solutions to their knowledge and skills needs amid a rapidly-evolving work landscape.
https://www.holoniq.com/notes/global-mooc-web-traffic-benchmarks/
Is there another form of learning where so many people have deliberately chosen to come to learn in one month in the history of the world?

24
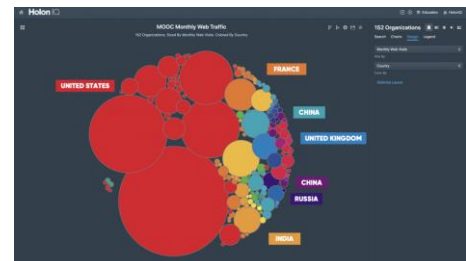
4

March 25, 2020 (2.8 million enrolled)
Use Video Lectures of Experts
A housebound world finds solace in Yale's
'Science of Well Being' course
Bill Hathaway, YaleNews
Laurie Santos teaches "Psychology and the Good Life," the precursor to her popular Coursera course, at Woolsey Hall in 2018.
Video: 2:37: http://curtbonk.com/yalenews.html
https://news.yale.edu/2020/03/25/housebound-world-finds-solace-yales-science-well-being-course
In just the past month, more than 600,000 people in an increasingly housebound world have signed up for Yale's free online course "The Science of Well Being," originally taught on campus in the spring of 2018 by Yale psychology professor Laurie Santos.

25

June 28, 2020
From: edX <news@edx.org>
Sent: Sunday, June 28, 2020 10:04 AM
To: Bonk, Curtis Jay <cjbonk@indiana.edu>
Subject: There's a summer learning adventure for everyone
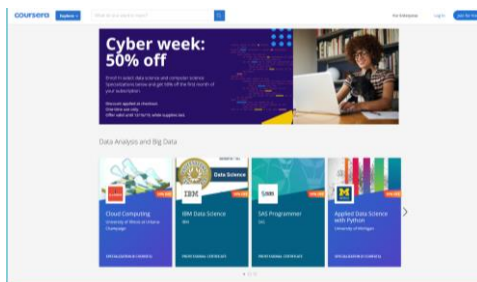(Beer Matters, June 3, 2020, Karl Brown, UW-W)
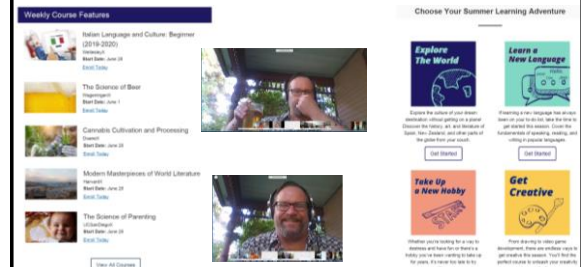
26

MOOCs Cyber Week Discounts...
December 15, 2019
Coursera <no-reply@m.mail.coursera.org>
Ends TOMORROW: 50% off top tech Specializations

27

MOOCs in Wedding Announcements
September 26, 2018
The Future of Professional Credentialing ... in an Engagement Announcement
Joshua Kim, Inside Higher Ed
https://www.insidehighered.com/digital-learning/blogs/technology-and-learning/future-professional-credentialing-engagement

28
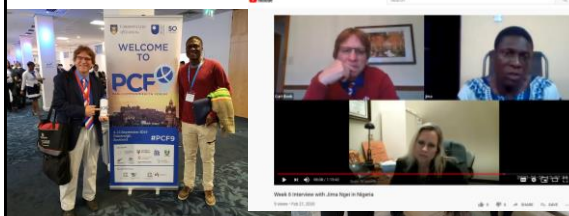

Hundred+ MOOC Clubs
September 11, 2019
250 MOOCs and Counting: One Man's Educational Journey, Chronicle of Higher Education
http://chronicle.com/article/250-MOOCsCounting-One/229397/?cid=at
If the MOOC movement has faded, nobody told Jima Ngei. Mr. Ngei, who lives in Port Harcourt, Nigeria, has completed and passed 250.
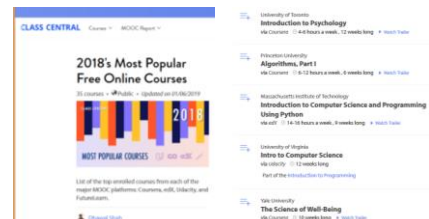
29

MOOCs Stats
2018's Most Popular Free Online Courses, : Coursera, edX, Udacity, and FutureLearn.
Dhawal Shah, Class Central--January 6, 2019
https://www.class-central.com/list/2018-s-most-popular-free-online-courses-wdtww

30

5

MOOCs Stats

2018's Most Popular Free Online Courses: Coursera, edX, Udacity, and FutureLearn.
Dhawal Shah, Class Central--January 6, 2019
https://www.class-central.com/list/2018-s-most-popular-free-online-courses-wdtww

English for Career Development
via Coursera · 5 weeks long

Microsoft
Learn to Program in Java
via edX · 6-10 hours a week, 4 weeks long

Java Programming Basics
via Udacity · 6 weeks long

University of East Anglia
An Introduction to Screenwriting
via FutureLearn · 3 hours a week, 2 weeks long · Watch Trailer

Harvard University
Data Science: R Basics
via edX · 1-2 hours a week, 8 weeks long

Yale University
Financial Markets
via Coursera · 6-12 hours a week, 7 weeks long · Watch Trailer

The Open University
Introduction to Cyber Security
via FutureLearn · 3 hours a week, 8 weeks long · Watch Trailer

Microsoft
Introduction to Python: Absolute Beginner
via edX · 2-4 hours a week, 5 weeks long · Watch Trailer

Microsoft
Analyzing and Visualizing Data with Excel
via edX · 2-4 hours a week, 6 weeks long · Watch Trailer

University of Queensland
IELTS Academic Test Preparation
via edX · 5-10 hours a week, 8 weeks long · Watch Trailer

31

31

June 19, 2018
How Blockbuster MOOCs Could Shape the Future of Teaching
Jeffrey R. Young, EdSurge
https://www.edsurge.com/news/2018-06-19-how-blockbuster-moocs-could-shape-the-future-of-teaching

Coursera Top 10 Most Popular Courses (over past 12 months)

Rank	Course Title	Partner College or Organization
1	Machine Learning	Stanford U.
2	The Science of Well-Being	Yale U.
3	Learning How to Learn	UC San Diego
4	Neural Networks and Deep Learning	Deeplearning.ai
5	Programming for Everybody (Getting Started With Python)	U. of Michigan
6	Algorithms, Part I	Princeton U.
7	Bitcoin and Cryptocurrency Technologies	Princeton U.
8	Convolutional Neural Networks	Deeplearning.ai
9	Sequence Models	Deeplearning.ai
10	Improving Deep Neural Networks	Deeplearning.ai

edX Top 10 Most Popular Courses (all time)

Rank	Course Title	Partner College or Organization
1	Introduction to Computer Science and Programming Using Python	MIT
2	Introduction to Linux	Linux Foundation
3	CS50's Introduction to Computer Science	Harvard U.
4	Analyzing and Visualizing Data with Excel	Microsoft
5	IELTS Academic Test Preparation	U. of Queensland
6	English Grammar and Style	U. of Queensland
7	The Science of Happiness	UC Berkeley
8	TOEFL® Test Preparation: The Insider's Guide	Educational Testing Service
9	The Science of Everyday Thinking	U. of Queensland
10	Introduction to Python for Data Science	Microsoft

Source: edX

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MOOC Research

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1. Motivation for teaching MOOCs

Motivational factor	%
Commitment to open education	71%
Passionate about the content	66%
Opportunity to reach out to more people	66%
Learn new teaching methods and pedagogy	57%
Wanted to share knowledge I'm passionate about	54%
Interest in the format	51%
Perform a service to help humanity	45%
Department or institutional branding/advertising purposes	41%
Personal challenge	37%
Career development	26%
Personal branding and reputation	25%
Expand my professional network	17%
Means to conduct research	14%
Looking at the success of other MOOC instructors	9%
Departmental or institutional pressure	9%
Financial incentives	7%
Make new friends and colleagues	5%
Received course release	3%
Curiosity	0%

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2. Motivation for teaching MOOCs

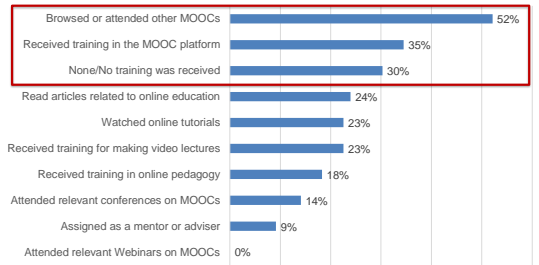| Types of motivation	Areas	Motivational factors	(N=142)
Intrinsic motivation (86.98%)	Interest in a new learning technology (20.40%)	Interest in the format	72
		Wanting to learn new teaching methods and pedagogy	81
		Test my ability to teach the masses	24
	Desire to provide service to the community and public (21.77%)	Commitment to open education	101
		Perform a service to help humanity	64
		Expand my professional network	24
	Share professional expertise with others (30.53%)	Passionate about the content	94
		Wanted to share knowledge I'm passionate about	77
		Opportunity to reach out to more people	94
	Personal growth and development (14.28%)	Personal challenge	52
		Career development	37
		Personal branding and reputation	35
Extrinsic motivation (13.02%)	Financial reasons and research purposes (3.92%)	Financial incentives	10
		Course release	4
		Means to conduct research	20
	Institutional goals (9.1%)	Department or institutional branding/advertising purposes	58
		Departmental or institutional pressure	13
		Train teaching assistants	8

35

35

3. Expected benefits of teaching MOOCs

Benefit	%
Enhanced my professional reputation	55%
Improved my teaching skills	53%
Boosted my commitment to international service	34%
Course mentioned in press releases and media	32%
Expanded my professional network	31%
More respect from colleagues	23%
Gained research data to publish	17%

36

36

4. How did participants learn about creating MOOCs

Browsed or attended other MOOCs	52%
Received training in the MOOC platform	35%
None/No training was received	30%
Read articles related to online education	24%
Watched online tutorials	23%
Received training for making video lectures	23%
Received training in online pedagogy	18%
Attended relevant conferences on MOOCs	14%
Assigned as a mentor or adviser	9%
Attended relevant Webinars on MOOCs	0%

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MOOCs book #3 (2020)

MOOCS AND OPEN EDUCATION IN THE GLOBAL SOUTH
Challenges, Successes, and Opportunities

EDITED BY
KE ZHANG, CURTIS J. BONK, THOMAS C. REEVES, AND THOMAS H. REYNOLDS

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2020
Chapter 1. MOOCs and Open Education in the Global South: Successes and Challenges
Ke Zhang, Curtis J. Bonk, Thomas C. Reeves, and Thomas H. Reynolds

TABLE 1.1 List of Countries Discussed in the Book

39

The name of the Himalayan peak is Mt. Nilgiri with 7061 Meters height.

Bishwa Raj Gautam, Program Specialist, Regional English Language Office (RELO), U.S. Embassy, Nepal.

With Baman Kumar Ghimire, Motherland Secondary School, Pokhara, Nepal

40

November 9, 2019
Chapter 9. Nepali High School Students in Massive Open Online Courses (MOOCs): Impressive Results and a Promising Future
Baman Kumar Ghimire and Bishwa Raj Gautam
Greetings from Nepal
Baman Kumar Ghimire
Teacher, Motherland Secondary School, Pokhara

41

November 9, 2019
Greetings from Nepal,
Baman Kumar Ghimire
Teacher, Motherland Secondary School, Pokhara
I held a workshop in a school about 70 students of age 13-15. I was excited to learn that in less than 8 months 78 students of age 10-15 from that school completed at least a MOOC.
Likewise, lately reported that, a school whose head teacher and a few students I mentored in 2017 has about 350 students completing at least a MOOC. Acknowledging the benefits of MOOCing and the growing interest of the students and guardians, the school administration has made at least a MOOC compulsory for the students age 11-14 in its school.

42

November 28, 2018
By connecting Chinese pupils with North American teachers, Beijing-based platform is building cultural bridges, one online English class at a time.
Most Innovative Companies, Fast Company
Interview with VIPKid CEO CEO Cindy Mi
https://www.cnbc.com/2018/11/28/rapid-growth-in-education-tech-risks-harming-the-learning-experience-vipkid-ceo-says.html
Video (3:49): http://curtbonk.com/vipkid.html

43

June 5, 2018
Chatterbox: Master a Language, Change a Life
The overall winner in the competition was **Chatterbox**, an online language school powered by refugees
https://wearechatterbox.org/
Mursal Hedayat, London
https://www.youtube.com/watch?v=3K3VexuIpe0

44

2020
Chapter 12. Insights into a Nationwide pdMOOC portal: Bilgeis.net of Turkey
Kursat Cagiltay, Sezin Esfer, and Berkan Celik

TABLE 12.2 The Most Preferred pdMOOCs in the Bilgeis pdMOOC Portal

Registration Trends

FIGURE 12.1   Registration trends (August 2017–December 2018)

6	Developing IoT Applications with Raspberry Pi	614
7	Integrated Business Management Application Odoo (OpenERP)	654
8	Basic Concepts and Major Advantages of Web Conferencing Tools	677
9	Advanced Raspberry Pi	677
10	Intellectual Property Rights for Small Medium Enterprises	701

45

2020
Chapter 13. Promoting Open Education and MOOCs in Thailand: A Research Based Design Approach
Jintavee Khlaisang and Thapanee Thammetar

Strategic plan 1

Establishing a collaborative network for education management among domestic and international HEIs. The objective is to create effectiveness and cost saving in education management by sharing personnel, educational resources, and open courseware.

Strategy 1	Strategy 2	Strategy 3	Strategy 4	Strategy 5	Strategy 6	Strategy 7

FIGURE 13.4   TCU strategic plan 1 consists of seven strategies

46

November 26, 2019
Chapter 14. Capacity Building of Teachers: A Case Study of the Technology-Enabled Learning (TEL) Massive Open Online Courses
Sanjaya Mishra, Martha Cleveland-Innes, and Nathaniel Ostashewski

Week 1: Models of Technology-Enabled Learning
1.1: Community of Inquiry
1.2: Two Models: TPACK and TIM
1.3: On Teaching Presence

Week 2: Technology in Education
2.1: Integrating Technology in Education
2.2: Benefits of Technology in Education

Week 3: Open Educational Resources
3.1: Understanding OER
3.2: Types of Open Licenses
3.3: Finding Open Educational Resources

Week 4: Application of Technology
4.1: Practical Application of Technology
4.2: Getting Help with Technology

Week 5: Creating Technology-Enabled Learning
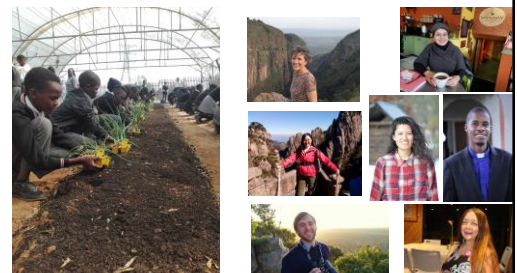5.1: Creating Technology-Enabled Learning

FIGURE 14.2   Weekly course content of TEL MOOC.

47

November 26, 2019
Chapter 16: Courses for a Cause…
(Veg garden planting and eco education in Soweto)
Marianne Krasny, Brittney López Hampton Coleman, Zahra Golshani, Michael Schrenk, Gail L. Woon, Yueyang Yu, Masango (Massy) Roderick Warakula, and Juan Felipe Restrepo Mesa

48

November 26, 2019
Courses for a Cause:
MOOC Contributions to a "Better Place for All"
(Marianne Krasny et al., 2020)

49

November 26, 2019
Chapter 18. A Glimpse on How MOOCs from IDB are Impacting Learners in Latin America and the Caribbean
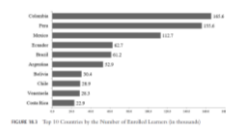*Edgar González, Antonio García, Carlos Macher, and Dou Zhang*
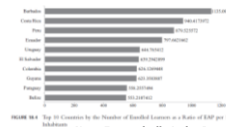
Note: Economically Active Population (EAP)

50

2020
Chapter 21. OERs for Development (OERs4D) Framework as Designed and Implemented in the Philippines
Melinda dela Pena Bandalaria

51

2020
Chapter 24. From OER to OEP: The Case of an OER-Integrated Teacher Education eLearning Program in Africa
A. Atieno Adala

52

2020
Chapter 25. Responsive Innovations in MOOCs for Development: A Case Study of AgMOOCs in India 300
Balaji Venkataraman and Tadinada V. Prabhakar
(agMOOCs in India)
http://www.agmoocs.in/

53

What's the Future?

54

June 8, 2019
The second half of humanity is joining the internet:
They will change it, and it will change them
The Economist
https://www.economist.com/leaders/2019/06/08/the-second-half-of-humanity-is-joining-the-internet

The second half of humanity is joining the internet
They will change it, and it will change them

55

**June 2018**
Massification of Higher Education Revisited
Angel J. Calderon, Analytics & Insights, Melbourne, Australia
https://www.academia.edu/36975860/Massification_of_higher_education_revisited

Global overview
From 32.6 m students in 1970 to 594.1 m by 2040

Fig. 1: Global higher education enrolments
Actual 1970 to 2015 and Projection to 2040 (mil)

Source: Prepared by author, using data from UIS (2018)
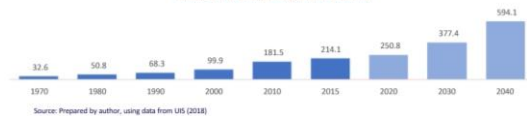
56

February 27, 2019
Thinking About 'Massification of Higher Education Revisited'
Joshua Kim, Inside Higher Ed
https://www.insidehighered.com/blogs/technology-and-learning/thinking-about-massification-higher-education-revisited%E2%80%99
Today, there are about 70 million East Asian and Pacific students enrolled in postsecondary education. By 2040, that number is projected to rise to 257 million.

57

May/June 2020
Chatting with Chatbots and Text Buddies
Lindsey McKenzie, Inside Higher Ed
https://www.insidehighered.com/news/2019/09/06/expansion-chatbots-higher-ed
https://www.usatoday.com/story/tech/2019/11/08/alexa-google-assistant-ai-robots-become-substitute-friends/4057885002/

58

September 26, 2018
Interactive Agents and Tutors
Pushing the Boundaries of Learning With AI
Lindsay McKenzie, Inside Higher Ed
https://www.insidehighered.com/digital-learning/article/2018/09/26/academics-push-expand-using-ai-higher-ed-teaching-and-learning
https://www.ibm.com/blogs/research/2018/08/mandarin-language-ai/
https://www.youtube.com/watch?time_continue=48v=7EuSTu1iR2A
1:17: http://curtbonk.com/mandarin.html

59

July 24, 2018
The 100-Year Life: Living and Working in an Age of Longevity
Lynda Gratton and Andrew Scott
http://www.100yearlife.com/
https://www.amazon.com/100-Year-Life-Living-Working-Longevity/dp/1543624634
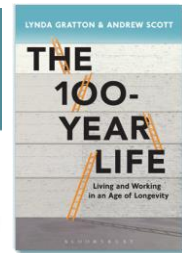
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March 13, 2019
The Career Curriculum Continuum
Andrew Hermalyn, Inside Higher Ed
https://www.insidehighered.com/digital-learning/views/2019/03/13/how-universities-can-stay-center-learners-lives-opinion

In fact, every year since 1840, there has been a three-month increase in life expectancy. Today the average life expectancy in the United States is 79, **and millennials have a 50 percent chance of living to 100 years.** In past centuries, people would study, get a job and retire at age 65. But times have changed, and it's now estimated that the average person will have 12 to 14 careers in a lifetime.

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March 13, 2019
The Career Curriculum Continuum
Andrew Hermalyn, Inside Higher Ed
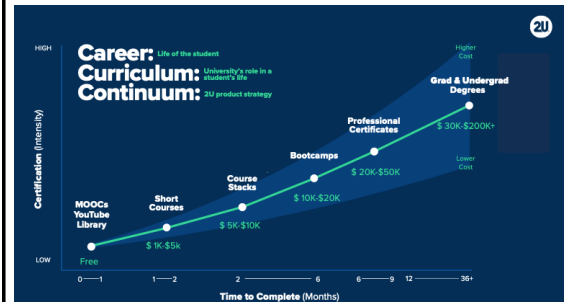
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Professional Certificates
October 3, 2019
Google IT Professional Certificates
Coursera Blog
https://grow.google/programs/it-support/?cid=wc&source=ams&sourceId=61203
Video: Melinda Williams: Aspiring IT Support Specialist (2:57)
https://www.youtube.com/watch?time_continue=107&v=fvhPKZWbfms&feature=emb_logo
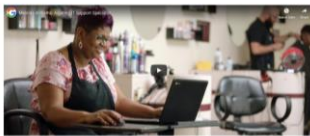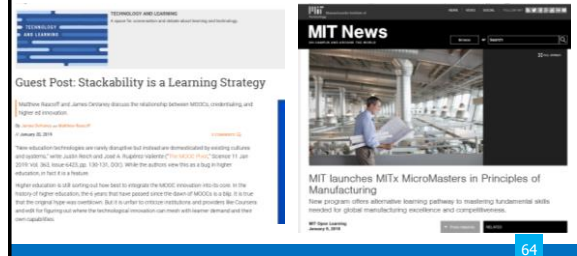

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Stackable Degrees
January 20, 2019
Stackability is a Learning Strategy
Matthew Rascoff and James DeVaney, Inside Higher Ed
https://www.class-central.com/report/futurelearn-coventry-university-call-50-online-degrees/

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35+ MOOC Master's Degrees
March 4, 2019
Laurie Pickard, Class Central
https://www.class-central.com/report/mooc-based-masters-degree/

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February 25, 2020
The 60 Year Curriculum:
Developing New Educational Models to Serve the Agile Labor Market
Chris Dede, Harvard University, The Evolllution
https://evolllution.com/revenue-streams/professional_development/the-60-year-curriculum-developing-new-educational-models-to-serve-the-agile-labor-market/
219: The 60-Year Curriculum with Rovy Branon
https://teibelinc.com/podcast/219

66

11
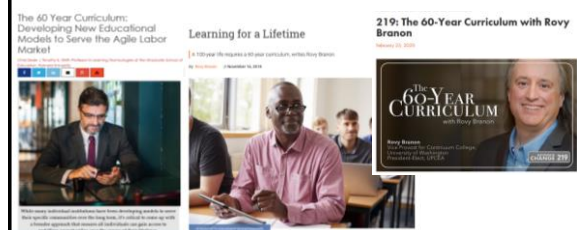
June 15, 2019
University of the Third Age, London, UK
https://www.u3a.org.uk/

U3A (The University of the Third Age) is a UK-wide movement which brings together people in their 'third age' to develop their interests and continue their learning in a friendly and informal environment.

If you're wondering what we mean by the third age - it is a time after you have finished working full-time or raising your family and have time to pursue your interests or just try something new.

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June 10, 2020
Learning in 2050
Edward J. Mahoney and Joshua Kim, Inside Higher Ed
https://www.insidehighered.com/digital-learning/blogs/learning-innovation/learning-2050

Per Kim and Mahoney: "Where might we be in 2050? As we said, a lot can happen. We might see changes in how we use technology, and how students use technology engage in both curricular and co-curricular activities."
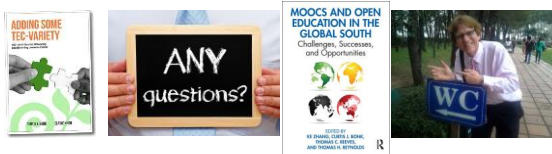
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Any Questions or Comments?
Slides at: TrainingShare.com
Papers: PublicationShare.com
Free book: http://tec-variety.com/
Email: cjbonk@indiana.edu

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